DOCUMENT RESUME

ED 195 238 IR 008 973

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TITLE Computer Searching: A Resource for Women's Educational Equity.
INSTITUTION Women's Educational Equity Communications Network, San Francisco, Calif.
SPONS AGENCY Department of Education, Washington, D.C.: Women's Educational Equity Act Program, Washington, D.C.
PUB DATE 80
CONTRACT 300-77-0535
NOTE 22p.: Appended sample printouts will not reproduce.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Data Bases: *Females: *Information Retrieval: *Information Sources: Information Systems: *Online Systems: *Search Strategies: Sex Fairness: Womens Education: Womens Studies

ABSTRACT

Designed to help those who are interested in women's concerns make use of computerized information sources, this guide defines the nature of online information systems, explains how those systems are accessed, illustrates a typical computer search strategy, discusses the costs of online searching, and describes the Women's Educational Equity Communications Network (WEECN) computerized database. Appendices provide a list of some online social science databases that contain information on women's issues as well as a sample printout. (FM)

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ED195238

WEECN
WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK

Computer Searching: A Resource For Women's Educational Equity

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Jean Marzone
and
Sharon Strover

1980

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Sponsored by the U.S. DEPARTMENT OF EDUCATION
Under the Auspices of the Women's Educational Equity Act
Operated by FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 Folsm Street, San Francisco, California 94103
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U.S. DEPARTMENT OF EDUCATION
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for Educational Research and Improvement
Women's Educational Equity Act Program
Leslie R. Wolfe, Director

IR008973

OCT 2 0 1980

This project has been Federally funded by the Department of Education, Women's Educational Equity Act Program, under contract number 300-77-0535. The contents of this publication do not necessarily reflect the views or policies of the Department of Education; nor does mention of trade names, commercial products or organizations imply endorsement by the United States Government. Materials may be reproduced without permission, but credit would be appreciated.

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About the Women's Educational Equity Communications Network—WEECN is an information service and communication system established in 1977 and operated by Far West Laboratory for the Department of Education under the auspices of the Women's Educational Equity Act. As an information service, WEECN collects, screens, classifies, stores, and provides information on projects and materials related to women's educational equity. As a communication system, WEECN facilitates contact among persons, groups and agencies who are working on behalf of women's educational equity. Users of WEECN include teachers, administrators, counselors, curriculum specialists, preservice and inservice trainers, researchers, students, parents, and citizens.

—Matilda Butler, Director

ACKNOWLEDGMENTS

The authors would like to thank Judy Wanger, Vice President of Cuadra Associates, Mimi Spencer, Associate Director of the ERIC Clearinghouse on Elementary and Early Childhood Education, and Carolyn Joyner, Women's Educational Equity Act Program, U.S. Department of Education, for reviewing this publication.

Computer searching is rapidly becoming a significant resource for proposal writers, scholars, researchers, project and material developers, students, and others who need information but do not have time to cope with the escalating number of printed resources. This guide is designed to help these people--especially those who are interested in women's concerns--make use of computerized sources of information. It will look at:

- What computerized sources are,
- How these sources are accessed,
- When they are useful, and
- How much it costs to access these sources.

Let us first consider the basic question:

What are Computerized Sources of Information?

Computer technology is used to store and manipulate many kinds of information: census data, consumer credit histories, library circulation records, and bibliographic references, to name a few. This guide will focus on computerized storage and utilization of bibliographic references.

This type of computerized information source is commonly called a bibliographic database. A bibliographic database may consist of a set of references that all deal with one discipline or subject (such as psychology or linguistics) or one type of entry (such as newspaper articles). Appendix A contains a listing of some of the commonly available social science databases that those interested in women's concerns may find useful.

How is a bibliographic database built? A database producer compiles information that is to become part of the database from appropriate sources.

For example, the producer of Psychological Abstracts selects journal articles from appropriate psychology journals. The information is then turned into bibliographic citations with author, title, institutional source, number of pages, and so forth. Often an annotation or abstract and index terms are added to the citation. Each bibliographic citation along with its annotation or abstract and index terms becomes a record for the database. Each record is then put into machine-readable form (that is, a form that a computer can "read"). This is usually accomplished by key punching or optical character scanning. The end result is a magnetic tape (similar to an audio tape) that can be manipulated by a computer when the computer is given a specific set of instructions called a program.

What is stored on the tape might be compared to what is in the card catalog of a library. Just as the library cataloger records the title, author, institutional source, date, number of pages, publisher, call number, and subject terms on catalog cards for a particular document and stores these in a systematic way to enable future access to the document, so the database compiler records and stores the same type of information on magnetic tape for future access.

How are Computerized Sources Accessed?

Once a database exists on magnetic tape and the program (that is, the instructions to the computer) is prepared, the database is ready to be searched. The programs that allow the searching of the database often provide for many different ways to sort through the records and provide you with the information you want. You can search for specific titles, authors, and institutional sources, as well as for particular subjects or content areas. You indicate what materials you are interested in: what subject or subjects; how recent the references should be; how many references you want to look at; and so forth. You instruct the computer to look at the entire database (which contains a large number of records) and pull out only those records that satisfy your particular list of demands.

Many useful databases, such as those listed in Appendix A, are made available through online vendors. Online vendors are businesses that purchase the magnetic tapes of databases, develop the programs to utilize the databases and sell access to the databases through online searching. Being online means having direct access to the magnetic tapes of the database through the use of a computer and an appropriate computer program.

However, you will probably not do the searching yourself. There are many search services that act as intermediaries between the online vendor and you, the final consumer of the information. Check with your local libraries, either municipal or college/university, for the availability of search services in your area. Some county agencies, school districts, teacher centers, private organizations, and public agencies (such as ERIC Clearinghouses) offer computer search services to staff, teachers, administrators, and the public. One resource which may help you in obtaining a computer search is the Directory of ERIC Search Services (November 1978). This directory lists places that search ERIC, but the same places often search other databases as well. A copy is available from the ERIC Document and Reference Facility, ORI, Inc., 4833 Rugby Avenue, Bethesda, Maryland 20014.

Search services employ information analysts. The information analyst learns the various online vendors' systems for utilizing the databases. You talk with the information analyst to describe your information needs. The information analyst designs a search strategy and then goes to a computer terminal and conducts the online search. The result is usually a printout or listing of relevant citations, including annotations and abstracts when available. Printouts are sometimes done online (that is, at the same time the search is conducted). Most search results, however, are printed offline, by having the searcher instruct the computer to print the results at a later time. The results are then sent to the searcher. Not only are offline prints much cheaper (about one-fifth the cost for the ERIC database, for example; see the section on cost of searching), but the print quality

of offline copy is usually superior to that of online copy obtained from the computer terminal.

If you have a search service close at hand, you may be present when your search is done. Often it is helpful to the information analyst to have you there in order to clarify or alter the search as it proceeds, especially if the search is complicated. If you cannot talk in person to the information analyst, you will want to talk on the telephone. Do not rely on a letter to express your information needs to the searcher. Always negotiate your search as directly as possible and give the person who will do your search as much information as you can. State your information needs in several different ways. Keep talking until you are sure that the information analyst understands what you want.

When is Computer Searching Useful?

You can use computer searching to replace the hours you would spend tracking down information. You can use computer searching to uncover the few references available on your very particular topic. You can use computer searching to sort through the many references available on your broad topic to find the ones most immediate to your needs.

Let's consider an example. You are interested in starting a job bank for women. You need information on how to set up a job bank, examples of existing job banks, success and failure factors of job banks. The information analyst at a local search service suggests searching the ERIC database.[1] You talk with the information analyst and decide that you want:

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[1] ERIC (Educational Resources Information Center), one of the major social science databases, has been in existence since 1966. It is a nationwide information network for educational materials, consisting of 16 subject-oriented clearinghouses. For further information, contact Central ERIC, National Institute of Education, Washington, D.C. 20208.

1) Information directly related to job banks, no matter what population they serve, and

2) Information related to job development, employment opportunities, job search methods, job markets, and job placement specifically for women.

The information analyst designs the search strategy by translating the key concepts into the proper terms for searching the ERIC database.

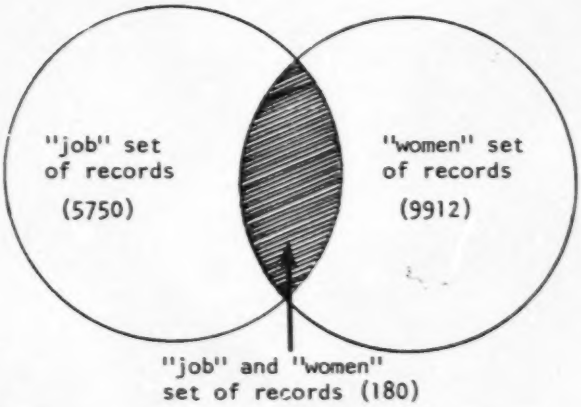
The search actually becomes a two-part operation. First, the term "job bank" is searched to find all possible citations that deal with this concept. The searcher instructs the computer to create a set of all records that contain the phrase "job bank." This set can be graphically represented by a circle, which contains all of the 17 records found by the computer.

Figure 1

The second part of this search is more complicated. You want citations that deal with job development and women. The concept of job development is represented by several terms in the ERIC database: "job development," "employment opportunities," "job market," "job search methods," "job placement." The population group, women, is represented in ERIC by the terms "female" and "working women." The searcher first in-

structs the computer to construct a set of all the records that have at least one of the "job" terms. This set consists of 5750 records. The computer is then instructed to make a set of all the records that have at least one of the "women" terms. The "women" set consists of 9912 records. The final step of the search is to instruct the computer to combine the "job" set and the "women" set to create a single new set that contains only records that have both a "job" term and a "women" term. This search strategy is represented by the following figure. The 180 records that make up this new set you are interested in are those contained in the shaded, overlapping area.

Figure 2



The searcher finds 17 records that deal specifically with job banks and 180 records that deal with the broader area of job development for women. The computer is instructed to print these records offline and send them to the searcher. Appendix B contains a sample of these printouts. The total amount of on-line searching time was approximately 5 minutes. Adding 30 minutes for negotiating and designing the search, you have managed to search a database that contains over 400,000 records in only 35 minutes.

It is important to remember, however, that what you receive is a bibilography that will refer you to relevant materials. You will not receive the materials themselves from the search. Once the printout is obtained, you must decide which items seem most relevant and pursue the materials through your library or search service.

Now that you have found information on job banks and job development for women, it is time to consider who might fund a job bank for women. Computer searching again can be helpful. The information analyst informs you that the Foundation Directory is an online database with information on foundations and what they fund. You decide that you want to search as broadly as possible and the information analyst instructs the computer to look for all foundations that have the words "job," "jobs," or "employment" in the descriptions that are stored on the database computer tape. A total of 9 foundations are found and the printout is ordered. As can be seen from the sample in Appendix B, once the printout arrives, you can decide on the basis of the descriptions which foundations to contact as possible funding sources.

This is only one example of the many uses of computer searching of bibliographic databases. You could use computer searching for gathering information when --

- Filing a Title IX grievance.
- Examining textbooks for sexism.
- Developing nonsexist curricula.
- Learning about nonsexist childrearing practices.
- Starting a day care center.
- Obtaining ideas on combining family responsibilities and job responsibilities.
- Developing inservice programs for creating awareness of sex stereotyping in education.

- Obtaining references to nonsexist nonprint resources.

- Collecting background information for a film about women.

One of the best people to advise you on the usefulness of a search for a particular information problem is the information analyst who does computer searching. Discuss your information needs with this intermediary. Be as specific as possible as to what it is you must have, especially explaining how you will use the information. For example, do you need references to evaluations of textbooks or references to textbooks themselves? Do you plan to write an academic paper or make a speech before the school board? The information analyst should be able to guide you to the most appropriate information sources: specific computerized databases; reference books; another organization or agency; or some combination of sources. Remember, computerized sources of bibliographic information cannot answer all information needs, but they can be an efficient and effective tool for those information needs that they are designed to fill.

How Much Does Computer Searching Cost?

The cost of searching bibliographic databases that are available through online vendors depends on four factors:

1. The database and the online vendor. Each database has its own search price based on a per hour cost. For example, for a particular online vendor, ERIC costs $25.00 per hour to search; Sociological Abstracts costs $55.00 per hour. These costs vary with other online vendors. Why is there a difference? Databases are produced and updated by different groups, some being publicly-supported, others being privately owned or proprietary. Publicly-supported databases are generally less expensive than proprietary. Maintenance, amount of indexing, and other costs associated with readying a database for

public use can vary, contributing to cost variance. Each vendor, being a privately owned business, sets its own rates, and these too may differ.

2. Nature of the search. Some information needs are very narrow in scope or can be expressed by a very narrow set of terms. For example, if you wanted to retrieve everything in ERIC about Title IX, you need only direct the computer to search on that one term. Your online time would be brief. On the other hand, if you wanted to find references to evaluation techniques or instruments used for inservice training programs for elementary school personnel, you would have to do a search using perhaps ten or fifteen terms. Even though searches are usually designed offline (that is, terms and how to combine them are decided on before connecting with the computer) complicated searches often require adjustments during online time. The longer one stays online, the more expensive a search will be.

3. Prints. The results of your search will be printed offline for you. (If you wish, they can be printed out at the terminal while online but, except in the case of a very small quantity of printing, the cost will be much greater than offline printing.) Each database has its own cost per offline printed record. For example, using one vendor, ERIC costs $.10 per record; Sociological Abstracts costs $.15 per record; the Foundation Grants Index costs $.30 per record.

4. The cost of your search service. Whoever does your search will probably charge you for that service. The charge could be a function of staff time or it could be a flat rate. It varies from place to place. Be sure to inquire about this for the particular search service you use.

The following chart gives examples of the costs for ERIC and Comprehensive Dissertation Abstract International (CDI) searches using the costs of one particular vendor. For example, a 15-minute search (which is actually an average time for many searches) yielding 50 citations would cost $11.25 for the ERIC database and $19.75 for CDI. Although

these costs are calculated for a particular vendor, the costs do not vary greatly from vendor to vendor. These costs do not include any service charges that particular search services may add to the cost of online time and offline prints. Cost estimates for other databases may be computed using the information given in Appendix A.

Chart 1

Sample Search Costs

Length of time spent online	Number of offline printed citations: 10 citations ERIC[1]	10 citations CDI[2]	25 citations ERIC	25 citations CDI	50 citations ERIC	50 citations CDI	100 citations ERIC	100 citations CDI
5 min. (1/12 hr.)	$3.08	$5.78	$4.58	$7.58	$7.08	$10.58	$12.08	$16.58
10 min. (1/6 hr.)	5.16	10.36	6.66	12.16	9.16	15.16	14.16	21.16
15 min. (1/4 hr.)	7.25	14.95	8.75	16.75	11.25	19.75	16.25	25.75

[1]ERIC = $25 per hour online; $0.10 per citation printed offline.

[2]Comprehensive Dissertation Abstracts = $55 per hour; $0.12 per citation printed offline.

The WEECN Database

The growing interest in women's concerns has been paralleled by a growing amount of literature on women. As noted earlier, a great deal of this literature is found in a variety of computerized databases. Each of these databases has its own record format and indexing vocabulary, and each is searched in its own particular way. In an effort to consolidate some of the computerized literature on women and education, the Women's Educational Equity Communications Network (WEECN) developed a new computerized database that draws on thirteen other databases.[1] WEECN periodically search-

[1]ABI/INFORM, AGRICOLA, America: History and Life, Dissertation Abstracts, ERIC (both documents and journal articles), Magazine Index, Management Contents, MEDLARS, NICEM, NTIS, Psychological Abstracts, PAIS, and Sociological Abstracts.

ed these databases, looking for all records dealing with women or girls combined with education. The results of each search were reviewed and any irrelevant records were eliminated. The selected records were put into one standardized format (including a standardized indexing vocabulary) and placed on computer tape. A semi-annual abstract journal, Resources in Women's Educational Equity (RIWEE)[2], is the printed version of what is on the computer tape. Each succeeding RIWEE volume represents additions to the WEECN database. As of September 1980, a total of 12,779 records were included. The WEECN database, although not currently available online, was designed to have this capability. For information on future use of the database, contact the Women's Educational Equity Act Program, U.S. Department of Education, Donahoe Building, Room 1105, 400 Maryland Avenue, SW, Washington, DC 20202.

Conclusion

Computer searching is an efficient tool for those who need information. Obtaining a computer search is not difficult, and its cost is usually justified by the time you save and, in some cases, by the more accurate and comprehensive information obtained. Computer searching is most effective:

- when your information need is well thought out;
- when you state your topic as precisely as possible.

Until you become familiar with this resource, the person who does your search can best advise you on whether a computer search is appropriate, what to

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[2] RIWEE is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Volume 1: order no. 017-080-01820-9, $5.00; Volume 2: order no. 017-080-01947-7, $7.25; Volume 3, Number 1: order no. 017-080-02014-9, $6.50; Volume 3, Number 2: order no. 017-080-02064-5, $7.50; Volume 4, Number 1: order no. 065-000-00004-1, $8.50.

expect from a search, which databases will be best to use, and how much it will cost. Computerized sources have a great deal of information dealing with the concerns of women. Those who need this information should investigate these efficient and economical resources.

Appendix A

Some Online Social Science Databases
That Contain Information on Women's Concerns

Database	Cost/hour online*	Cost/print citation offline
ABI/Inform (business management and administration)	$75	$0.20
AGRICOLA (database of the National Agricultural Library; rural sociology, home economics, etc.)	$25	$0.05
AIM/ARM (vocational and technical education)	$25	$0.10
America: History and Life	$65	$0.15
Comprehensive Dissertation Abstracts	$55	$0.12
ERIC (Educational Resources Information Center)	$25	$0.10
Exceptional Child Education Abstracts	$25	$0.10
Foundation Directory	$60	$0.30
Foundation Grants Index	$60	$0.30
Historical Abstracts	$65	$0.15
Language and Language Behavior Abstracts	$55	$0.15
Magazine Index (popular, non-scholarly periodicals)	$45	$0.10
Management Contents (business)	$70	$0.15
NTIS (National Technical Information Service; mainly government reports)	$35	$0.10
Psychological Abstracts	$65	$0.10
Social Scisearch (social science literature)	$70	$0.10
Sociological Abstracts	$55	$0.15

*These costs are for a particular online vendor. Costs of other vendors may vary. These are cited here only to give an example of comupter searching costs.

Print 1/5/1: 17
DIALOG FRIC 66 80/JUL (Item 1 of 1712User 4722 19xxxRxxx

2358

EJ173937 HE509734
College Venture: Helping the Stop Out
Papke, David Ray
Change, 10, 3, 12-3 Mar 78
Reprint Available (See p. viii) UMI
The College Venture Program, a Boston-based consortium of New England liberal arts colleges, annually helps place hundreds of student clients--"stopouts" or "interruptees"--in temporary jobs while they contemplate their future college plans. Counseling services are offered and a job bank is maintained. (LBH)
Descriptors: *Dropout Prevention/ *School Holding Power/ *Innovation/ *Field Experience Programs/ *Jobs/ Higher Education/ Dropouts/ Educational Alternatives/ Consortia/ Student Experience
Identifiers: *College Venture Program/ *Stopouts/ New England

EJ140936 CE505253
Job Bank in the Secondary School
Seifert, Terry
Occupational Outlook Quarterly, 20, 2, 28-9 Sum 76
The Job Bank in the Sheboygan, Wisconsin secondary schools, sponsored by the Wisconsin State Employment Service (WSES), consists of two sets of microfiche of job openings throughout the State as listed with WSES. It is used for placement at the high school level and exploratory purposes at the junior high level. (EA)
Descriptors: *Job Market/ *Information Dissemination/ *Job Placement/ *Career Exploration/ *Secondary Schools/ Employment Opportunities
Identifiers: *Job Banks

EJ140929 CE505246
Job Flo: How to Learn If There's a Job in Dallas When You're Jobless in Des Moines
Baxter, Neale
Occupational Outlook Quarterly, 20, 2, 2-7 Sum 76
Job-Flo, a monthly report by the Employment and Training Administration of the U.S. Department of Labor, includes only occupations for which high demand exists in Job Banks (1,000 or more total monthly vacancies). A listing of Job Bank districts which report on frequently listed openings is included. (EA)
Descriptors: *Job Market/ *Employment Opportunities/ *Labor Market/ *Manpower Needs/ *Occupational Surveys/ *Information Dissemination/ Labor Supply
Identifiers: *JOB FLO/ Job Banks

EJ070328 CG505267
New Resources in the Employment Service for Counselors and Jobseekers
Archard, Mary; Ausmus, Norma
Vocational Guidance Quarterly, 21, 2, 144-148 Dec 72
One of the modern sources of up-to-date information offered by the Employment Services is the computerized job bank, withdrawals" from which may be made by jobseekers and counselors. (Author)
Descriptors: *Counselors/ *Employment Services/ *Information Services/ *Job Applicants/ Jobs/ *Occupational Information/ Personnel Data

EJ060321 VT504177
GI's Draw on Job Bank
Moss, Allan L.
Manpower, 4, 10, 26-27 Oct 72
Summary of job openings in the States distributed to U.S. bases in the Far East, Europe, and the U.S. (Editor)
Descriptors: Computer Oriented Programs/ *Employment Opportunities/ *Employment Services/ *Enlisted Men/ Job Market / Manpower Needs/ *National Programs/ Occupational Guidance/ Vocational Development
Identifiers: *Job Bank

ED182458 CE023899
WOVTE Talent Pool/Job Bank Model. Five Month Report.
Davis, Ellen Bulash
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Sep 77 85p.; Not available in paper copy due to light and broken type. For a related document see CE 023 894
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No: G007605295
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Wisconsin
Government: State
This report summarizes steps in the evolution and implementation of a computerized talent pool/job bank model developed primarily to assist women and minorities in the identification of and placement in leadership positions in vocational administration. Included in the report are chapters on recruiting participants for the talent pool, encouraging employers to list available jobs with the job bank, and publicizing programs throughout vocational education. Specific manual applicant and job referral processing procedures such as applications, followup phone call formats, letters, job bank and job availability information bulletins, and "status of participation" forms are included, as are computerized talent pool/job bank applicant code sheets, users guides, and job bank retrival forms. Promotional materials, such as leadership training and development workshops, and policy statements, ranging from leadership definitions to talent pool eligibility criteria are contained in the document. The concluding chapter contains a summary of the 1977 summer pilot program evaluation. (MEK)
Descriptors: Administrative Personnel/ Computer Oriented Programs/ *Employment Services/ *Females/ Information Systems/ *Job Placement/ Manpower Needs/ Minority Groups/ Models/ Recruitment/ *Vocational Education
Identifiers: *Job Banks/ Publicity

ED147516 CE013578
Alabama Occupational Information System. Final Progress Report, July 15, 1976 to July 14, 1977.
Alabama Occupational Information System Board, Montgomery.
14 Jul 77 148p.; Several pages of appended material may not reproduce well due to faint and broken type
Sponsoring Agency: Employment and Training Administration (DOL), Washington, D.C.
Grant No: DLMA-75-01-76-02
Available from: National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
This report reviews the second year activities of the Alabama Occupational Information System (AOIS), whose second year objectives were (1) to review all state file formats, particularly the occupational file, (2) to validate national data supplied by the Government Information Service (GIS), (3) to develop and implement a Job Bank Summary File, and (4) to establish good working ties with the Department of Industrial Relations and Vocational Education. A description of how each objective was met is provided. The major portion of this report is devoted to appendixes which include sample computer printout job information sheets, a listing of occupational categories and groups, state occupations by title and Alabama Occupational Information System (AOIS) code numbers, sample instruction sheets for obtaining information on financial aid and state occupational training programs, a sample computer printout of job bank information, the benefits and objectives of AOIS, and a general description of the contents of each of AOIS' nine interactive information files: national occupational, state occupational, state occupational training, national scholarship and financial aid, state scholarship and financial aid, career resource, four-year college, two-year college, and job bank summary. (BL)
Descriptors: Career Choice/ *Career Opportunities/ *Career Planning/ Data Bases/ Dial Access Information Systems/ *Educational Opportunities/ Higher Education/ Information Centers/ Information Processing/ Information Services/ *Information Systems/ Junior Colleges/ Labor Market/ *Occupational Information/ Post Secondary Education/ *State Programs/ Student Financial Aid/ Vocational Education
Identifiers: *Alabama

"JOB DEVELOPMENT" SAMPLE PRINTOUT

Print 5/5/1-180
DIALOG ERIC 66-80/JUL (Item 1 of 180)Users 4722 19Aug80ea

2362

EJ217357 CG517536
Getting in the Ole Boys' Club.
Bentz, Janet Wills
Vocational Guidance Quarterly, v28 n2 p129-36 Dec 1979
Dec79
Reprint: UMI
Language: English
Describes a workshop for women preparing to interview in traditionally male dominated jobs and training programs. The workshop goals are to enable women to recognize covert sexism, respond to this sexism in constructive and self-enhancing ways, and use nonverbal strategies to communicate their confidence and competence. (Author)
Descriptors: *Career Opportunities/ Educational Programs/ Employment/ *Females/ *Job Search Methods/ Occupational Choice / *Sex Discrimination/ Team Training/ *Workshops

EJ216854 SE526490
NSF Study Finds Gains for Women Scientists.
Chemical and Engineering News, v57 n52 p15-18 Dec 1979
Dec79
Language: ENGLISH
Reports on the reexamination of the National Science Foundations' data on the study of scientifically trained women in the U.S., published in 1977. Factors that influence success in NSF's retraining programs are analyzed as well as the distribution of jobs in industry, for men and women. (SA)
Descriptors: Career Opportunities/ *Employment Opportunities / Industry/ *Labor Force/ *Retraining/ Science Careers/ Scientific Personnel/ *Scientists/ Social Discrimination/ Surveys/ *Working Women

EJ214610 ME512164
Business Ownership: A New Career Option for Women.
McNamara, Patricia P.
New Directions for Education, Work and Careers. (No. 8, Enhancing Women's Career Development) p71-82 1979 79
Reprint: UMI
Language: ENGLISH
The status and barriers faced by women business owners is examined. And ways in which higher education institutions can assist women to overcome these obstacles are suggested. The Women Entrepreneurs (WE) Project is described, and a survey of women-owned businesses in California is discussed. (Author/MLW)
Descriptors: *Business/ Business Skills/ Capital/ *Career Choice/ Career Planning/ *Employment Opportunities/ *Females/ Higher Education/ Networks/ Program Descriptions/ Role Models/ *Sex Discrimination/ Surveys/ *Working Women
Identifiers: *Entrepreneurs/ Self Employed/ Women Entrepreneurs Project

EJ210020 RC503521
The Farmworker Women's Equity Project.
Emery, Joan
Farmworker Journal, v1 n3 p33-37 Sum 1979 79
Language: ENGLISH
FWEP studied sexual inequity among farmworkers, staff, and board members of eight farmworker organizations. It found that inequities and limited opportunities did exist and a major impediment was women's lack of perception of the present inequities facing them. Journal availability: see RC 503 518. (DS)
Descriptors: *Agricultural Laborers/ *Employment Opportunities/ *Employment Practices/ Equal Opportunities (Jobs)/ *Females/ *Sex Discrimination
Identifiers: Farmworker Organizations/ *Farmworker Womens Equity Project (FWEP)

EJ205896 CE508527
Occupational Segregation by Sex: Trends and Prospects.
Blau, Francine D.; Hendricks, Wallace E.
Journal of Human Resources, v14 n2 p197-210 Spr 1979 79
Language: ENGLISH
Investigates postwar trends in occupational segregation. Finds segregation increased slightly between 1950-60 as predominantly female clerical/professional jobs increased. Occupation mix changes (1960-70) were neutral in impact, but male inflow into female professions and female inflow into male sales/clerical jobs produced modest segregation drop. Predicts little segregation reduction for 1970-85. (Author/CSS)
Descriptors: Career Choice/ *Employment Opportunities/ *Equal Opportunities (Jobs)/ *Females/ Futures (of Society)/ Job Placement/ Labor Market/ *Males/ *Occupational Mobility/ *Sex Discrimination/ Sex Fairness/ Working Women

EJ184468 CE507729
Preparing Women Business Students for Executive Positions
Whitcomb, Helen
Business Education World, 58, 5, 3-4,19 May-Jun 78
Reprint Available (See p. viii) UMI
Suggestions to encourage women business students to aspire to and look for managerial positions are offered by the author. Stating that self-knowledge is most important in choosing a career, she presents a self analysis questionnaire of factors to be considered in preparing to look for jobs. (MF)
Descriptors: *Managerial Occupations/ *Females/ *Occupational Aspiration/ *Job Search Methods/ *Self Concept Tests/ Individual Characteristics/ Work Attitudes/ Business Education

EJ182488 UD508150
Implications of Nontraditional Work Schedules for Women
Polit, Denise F.
Urban and Social Change Review, 11, 1-3, 37-42 78
Issues, evidence, and arguments relating to the effects of alternative working arrangements on the lives of women are examined. Forms of nontraditional schedules which are analyzed include the shortened work week, flexible working hours, and part-time employment. (Author/GC)
Descriptors: *Employment Opportunities/ *Females/ *Part Time Jobs/ *Working Hours/ *Working Women/ Social Change/ Social Science Research/ Quality of Life
Identifiers: *Nontraditional Work Schedules

EJ182484 UD508146
Women Working: Toward a New Society
Pifer, Alan
Urban and Social Change Review, 11, 1-3, 3-11 78
Women are being drawn into the labor force today by powerful economic, demographic, and social forces and far reaching attitudinal changes. Recognition of the reality that women must work, they want to work, and their labor is needed should help us institute policies that would bring about reforms in many areas of life. (Author/GC)
Descriptors: *Employment Level/ *Job Market/ *Salary Differentials/ *Sex Discrimination/ *Social Change/ *Working Women/ Child Care/ Employment Opportunities/ Family Income/ Social Attitudes

EJ179179 CE507274
The Economic Slowdown and Women's Employment Opportunities
Warneke, Diane
International Labour Review, 117, 1, 37-52 Jan-Feb 78
Analyzes the effects of the recent recession and subsequent recovery on the position of women in the labor market in four European countries (Belgium, France, Sweden, United Kingdom), and specifically, ascertains whether in general women's job opportunities were more vulnerable to the fluctuations in economic activity than those of men. (SH)
Descriptors: *Employment Opportunities/ *Females/ *Socioeconomic Influences/ *Business Cycles/ *Foreign Countries/ Economic Factors/ Employment Patterns/ Sex Role/ Labor Force/ Labor Market
Identifiers: Belgium/ France/ Sweden/ United Kingdom

EJ170844 SP506299
Women in Recreation
Dunn, Diana R.
Parks and Recreation, 12, 7, 24-30 Jul 77
Reprint Available (See p. viii): UMI
The employment and career participation of women at all levels of recreational and park activity has been declining drastically and is likely to continue to do so. (MJB)
Descriptors: *Working Women/ *Recreational Programs/ *Employment Level/ *Employment Opportunities/ *Employment Trends
Identifiers: *Participation Rates

EJ167359 CE506829
24 Women: 24 Managers
Rich, Lee
Worklife, 2, 11, 24-26 Nov 77
Reprint Available (See p. viii): UMI
Describes a management education program (its development and results) for women at Northeastern University (Boston) which involves cooperative arrangements with local companies which target jobs to be filled by trainees. (Program courses are especially tailored to the trainees' educational needs and to requirements for their specific jobs.) (SH)
Descriptors: *Management Education/ *Females/ *School Industry Relationship/ *School Community Cooperation/ *Job Placement/ Business/ Industry/ Post Secondary Education/ Adult Education/ Program Descriptions
Identifiers: *Northeastern University

ID No. 002028 EI No. 237047034
Clark (The Edna McConnell) Foundation
250 Park Avenue, Room 900, New York, NY 10017 (212) 986-7050
Incorporated in 1950 in New York and 1969 in Delaware; the New York corporation merged into the Delaware corporation in 1974
Donor(s): Edna McConnell Clark, W. Van Alan Clark
Purpose and Activities: Programs presently narrowly defined and directed towards four specific areas: 1) improving chances of a permanent and stable family environment for dependent and neglected children now in institutional and foster care through more efficient case management systems, specialized referral adoption services, and better judicial custody standards and review procedures; 2) improving employment for those poorly served in existing labor markets by resolving descriminatory barriers in employment, increasing private industry's readiness to hire the most disadvantaged, and monitoring government efforts to help find employment and training for the disadvantaged; 3) seeking more rational, humane, and effective ways of dealing with those in the criminal justice system by exploring alternatives to unnecessary incarceration, supporting litigation to correct abuses, and to establish standards of care, and supporting auxiliary work that bolsters alternatives; and 4) helping millions in the developing world through a targeted research program aimed at controlling and curing the tropical disease, schistosomiasis. Future directions under review. No grants or loans to individuals nor for scholarships, fellowships, endowments, capital expenditures, construction and equipment, ongoing expenses, or annual appeals. Report published annually
Financial Data (yr. ending 9/30/78):
Assets: $191,816,000 AM Gifts Received: $3,722,000
Expenditures: $12,410,000
Grants Amount: $10,650,000 No. of Grants: 105 High: $ 750,000 Low: $1,400
Officers: James M. Clark/+ Chairman and Treasurer, John R. Coleman/+ President, Peter W. Forsythe/ Vice-President, Mrs. Patricia Carry Stewart/ Vice-President and Secretary
Trustees: + Hays Clark/ W. Van Alan Clark, Jr./ John M. Emery/
WRITE: John R. Coleman, President
APPLICATION INFORMATION: Program policy statement and grant application guidelines available in annual report and pamphlet; initial approach by letter; submit 1 copy of proposal; board meets 5 times a year in February, April, June, September, and December

ID No. 001930 EI No. 136127529
American Express Foundation
American Express Plaza, New York, NY 10004 (212) 480-7476
Incorporated in 1954 in New York
Donor(s): American Express Company
Purpose and Activities: Broad purposes; grants in general areas of health and welfare, education, civic causes, and urban programs, especially in community development, job training, youth activities, and international and cultural programs; support for educational gift-matching and scholarship programs for employees' children. Grants to local organizations concentrated in key areas of Company operations: New York City, Phoenix, Denver, and Fort Lauderdale. No grants to individuals, for building or endowment funds, preschool, primary or secondary educational institutions, except to secondary schools under the matching gifts program; no operating funds to organizations which are United Fund members
Profile: , C5
Financial Data (yr. ending 12/31/78):
Assets: $174,319 AL Gifts Received: $1,551,507
Expenditures: $1,381,792
Grants Amount: $1,116,098 No. of Grants: 223 High: $ 100,000 Low: $50 Matching Gifts Amount: $134,829
Officers: Stephen S. Halsey/+ President, Hasbrouck B. Miller/+ Vice-President, Juliet Zygmunt/ Secretary, Robert C. Schmidt/ Treasurer
Trustees: + Richard M. Bliss/ Howard L. Clark/ C.R. Greenwood/ James D. Robinson, III/ Frederick A. Yonkman/
APPLICATION INFORMATION: Grant application guidelines available; initial approach by letter; submit 2 copies of proposal preferably in the late fall; board meets 3 times a year in February, October, and November

ID No. 001499 EI No. 381380419
Upjohn (W. E.) Unemployment Trustee Corporation
300 South Westnedge Avenue, Kalamazoo, MI 49007 (616) 343-5541
Incorporated in 1932 in Michigan
Donor(s): W.E. Upjohn
Purpose and Activities: To support research into the causes, effects, prevention, and alleviation of unemployment; funds used to support W. E. Upjohn Institute for Employment Research. No grants for building or endowment funds or operating budgets
Financial Data (yr. ending 12/31/78):
Assets: $17,740,397 AM Expenditures: $1,050,582
Grants Amount: $58,158 No. of Grants: 9 High: $18,750 Low: $250
Officers and Trustees: P.S. Parish/ Chairman, D.G. Knapp/ Secretary-Treasurer, * John T. Bernhard/ J.H. Duncan/ C.C. Gibbons/ Donald S. Gilmore/ Mrs. Genevieve U. Gilmore/ Mrs. Ray T. Parfet, Jr./ E. Gifford Upjohn, M.D./
WRITE: E. Earl Wright, Director
APPLICATION INFORMATION: Program policy statement and grant application guidelines available; initial approach by letter; submit 1 copy of proposal prior to June 1; board meets semiannually in May and December